

Application of Teach-back Health Education Model in Nutritional Support Management During Radiotherapy for Patients with Locally Advanced Esophageal Cancer

Liu YP^{1,2}, Luo S^{1,2}, Li YH^{1,2}, Chen HY^{1,2}, Zheng J^{1,2*} and He F^{1,2*}

¹Department of Radiation Oncology, The Sixth Affiliated Hospital, Sun Yat-sen University, Guangzhou, Guangdong, China

²Guangdong Provincial Key Laboratory of Colorectal and Pelvic Floor Diseases, The Sixth Affiliated Hospital, Sun Yat-sen University, Guangzhou, Guangdong, China

*Corresponding author:

Fang He and Jian Zheng,
Department of Radiation Oncology, The Sixth
Affiliated Hospital of Sun Yat-sen University, 26
YuanCun ErHeng Road, Guangzhou, Guangdong,
510655, China, Tel: +86-20-85655905;
+86-20-38379683; E-mail: hefang23@mail.sysu.edu.cn;
zhengj48@mail.sysu.edu.cn

Received: 30 Aug 2022

Accepted: 07 Sep 2022

Published: 12 Sep 2022

J Short Name: JJGH

Copyright:

©2022 He F and Zheng J, This is an open access article distributed under the terms of the Creative Commons Attribution License, which permits unrestricted use, distribution, and build upon your work non-commercially.

Citation:

He F and Zheng J. Application of Teach-back Health Education Model in Nutritional Support Management During Radiotherapy for Patients with Locally Advanced Esophageal Cancer. *J Gastro Hepato.* V9(7): 1-7

Keywords:

Teach-back health education model; Nutritional risk; Locally advanced esophageal cancer; Radiotherapy; Nutrition index

1. Abstract

1.1. Aim: To explore whether the teach-back health education model can reduce the incidence of malnutrition during radiotherapy in patients with locally advanced esophageal cancer.

1.2. Methods: A historical study design was used to compare the incidence of malnutrition during radiotherapy between the traditional education model and the teach-back health education model interventions in patients with locally advanced esophageal cancer who received radiotherapy. Patients who were admitted from May 2013 to June 2018 were traditional education group, and patients who were admitted from July 2018 to October 2020 were teach-back education group. The traditional education group was practiced the original routine care while the teach-back education group was given the standardized nutrition support management health education based on the guidelines. Body weight changes, Patient-Generated Subjective Global Assessment (PG-SGA) scores and other related indexes before and after radiotherapy were collected from the two groups, respectively.

1.3. Results: A total of 102 patients with locally advanced esophageal cancer were included in this study, including 51 patients in the traditional education group and 51 patients in the teach-back education group, with a median age of 61.7 and 62 years, respectively in the two

groups. The weight change rate in the teach-back group was less than that in the traditional education group ($Z = 2.811$, $P < 0.05$), which traditional education group PG-SGA score was $Z = -3.345$, $P < 0.05$ while teach back education group before and after radiotherapy PG-SGA score was $Z = -0.489$, $P = 0.625$.

1.4. Conclusion: The teach-back health education model is beneficial for maintaining weight stability during radiotherapy in patients with locally advanced esophageal cancer and reducing the incidence of malnutrition risk.

2. Introduction

The incidence of locally advanced esophageal cancer in China has obvious regional differences, and the mortality of locally advanced esophageal cancer is high. It has been reported that there are 604100 (3.1%) new cases and 544076 (5.5%) deaths from locally advanced esophageal cancer worldwide in 2020. China has a higher incidence of locally advanced esophageal cancer, which is mostly seen in men and mostly in the middle-aged and elderly people. In China, the incidence of locally advanced esophageal cancer has decreased in recent years, but the mortality rate has been ranked in the top four [1-4]. Studies have shown that at present, the most common treatment modality for patients with locally advanced esophageal cancer is the combination of surgery and chemoradiotherapy, with surgery

predominating in the early to middle stages, and chemoradiotherapy predominating in the late stages. Chemoradiotherapy can improve the local control rate and long-term survival of patients with locally advanced esophageal cancer [5]. However, radiotherapy also brings about corresponding side effects, which cause some damage to the digestive tract mucosa, affecting patient eating and the digestion and absorption of nutrition. Many patients experienced different degrees of malnutrition in the late stage of radiotherapy, which seriously affected the efficacy of treatment and the quality of life of patients. Therefore, a direct and objective manifestation of malnutrition, lost of weight in cancer, as assessed by involuntary weight loss > 5% in the previous 3-6 months is necessary, as significantly weight loss will lead to a disorder in the body function of patients and have a serious impact on the quality of life [6, 7], and the heavy patients can lead to the interruption or termination of radiotherapy, therefore, nutritional risk screening of patients with locally advanced esophageal cancer radiotherapy is required to identify patients at nutritional risk as early as possible and to give timely intervention.

With the development of modern nursing medicine, the nursing model has changed from the traditional disease-centered functional nursing model to the holistic patient-centered nursing model. People's need for health has not simply stayed on eliminating the pain and sustaining life but has been constantly promoting and maintaining health [8], improving the quality of survival. Health education is an important component of nursing work and can help patients better understand the relevant knowledge of the disease, thereby improving patient compliance with treatment. The mode of health education mainly includes two aspects of knowledge dissemination and behavioral intervention, and the teach-back health education model is to make patients repeat or demonstrate the learned relevant information through their own language after the implementation of health education to patients by health care workers, which can improve the mastery rate of the information [9, 10]. Tech-back, as a safe and effective method of health preaching, has been widely used by foreign scholars for patients' health preaching, which improves patients' self-care ability and reduces readmission rates [11]. In this study, the tech back health education model was intended to be used to teach nutrition health to locally advanced esophageal cancer patients who received radiotherapy, compared with the traditional conventional care method, to explore whether the tech-back health education model could effectively reduce the occurrence of malnutrition in locally advanced esophageal cancer patients treated with radiotherapy, and to verify its application value in the nutrition support management of patients with locally advanced esophageal cancer radiotherapy.

3. Materials & Methods

The Institutional Review Board of the Sixth Affiliated Hospital at Sun Yat-sen University approved this retrospective study. The study protocol was approved by the Central Ethics Committee of The Sixth Affiliated Hospital, Sun Yat-sen University (Guangzhou, Chi-

na) (No. 2021ZSLYEC-209).

3.1. Patient selection

We conducted a retrospective study of consecutive patients with biopsy-proven, locally advanced, non-metastatic locally advanced esophageal cancer patients who received radiotherapy from the Sixth Affiliated Hospital of Sun Yat-sen University between May 2013 and October 2020 rectal cancer (Figure 1). A total of 119 patients were initially identified, and a total of 102 patients were selected, met the following inclusion criteria: (a) patients who were pathologically diagnosed and confirmed as locally advanced esophageal cancer; (b) age ≥ 18 years; (c) received radiotherapy regimens as (IMRT) GTV 50-60 Gy in 25-30 fractions; and (d) no severe acute severe malnutrition or other diseases that affected nutrition.

3.2. Research group

A historical controlled study design was used, in which patients who were admitted from May 2013 to June 2018 were the traditional education group, and patients who were admitted from July 2018 to October 2020 were the teach-back education group. The traditional education group practiced the original routine care, and the teach back education group gave the standardized nutrition support management health education model based on the guidelines administered [12].

3.3. Intervention content

The traditional education group performed original nutrition management protocols in the hospital, mainly including: a) Nutritional Risk Screening 2002 (NRS 2002) was performed at admission, and patients with a screening score ≥ 3 on the NRS 2002 were offered a nutritional assessment by PG-SGA at the same time [13-15]; b) monitoring of weekly weight change; and c) the radiologist selected five ladder nutrition therapy according to the patient's own nutrition status (Supplementary Table 1).

The teach back education group included patients screened weekly for NRS 2002 nutritional risk based on the guideline using the teach-back mode, and those with an NRS 2002 screening score ≥ 3 were also monitored for nutritional assessment with PG-SGA, weight change monitoring, and weekly bedside nutritional debriefing at the time of the ward for those at nutritional risk. A suitable nutrition education management plan for patients undergoing radiotherapy for locally advanced esophageal cancer was devised. A nutrition team was established with regular specialized training of the group's personnel (doctors and nursing staff); A teach back propaganda sheet for locally advanced esophageal cancer health education (Supplementary Table 2), and a nutrition related knowledge propaganda feedback sheet (Supplementary Table 3). A teach back mode was adopted to screen patients weekly for NRS 2002 nutritional risk, and patients with a screening score ≥ 3 on NRS 2002 were offered a nutritional assessment with PG-SGA at the same time. Bedside, individualized nutrition clinic on Tuesday based on the results of the patients' nutrition screening and assessment are conducted every

Tuesday according to the results of nutritional screening and evaluation of patients. A five-step nutrition therapy based on the patient's

intake status and energy gap if necessary, and centralized education is prescribed to newly admitted patients or those with existing nutritional problems once a week.

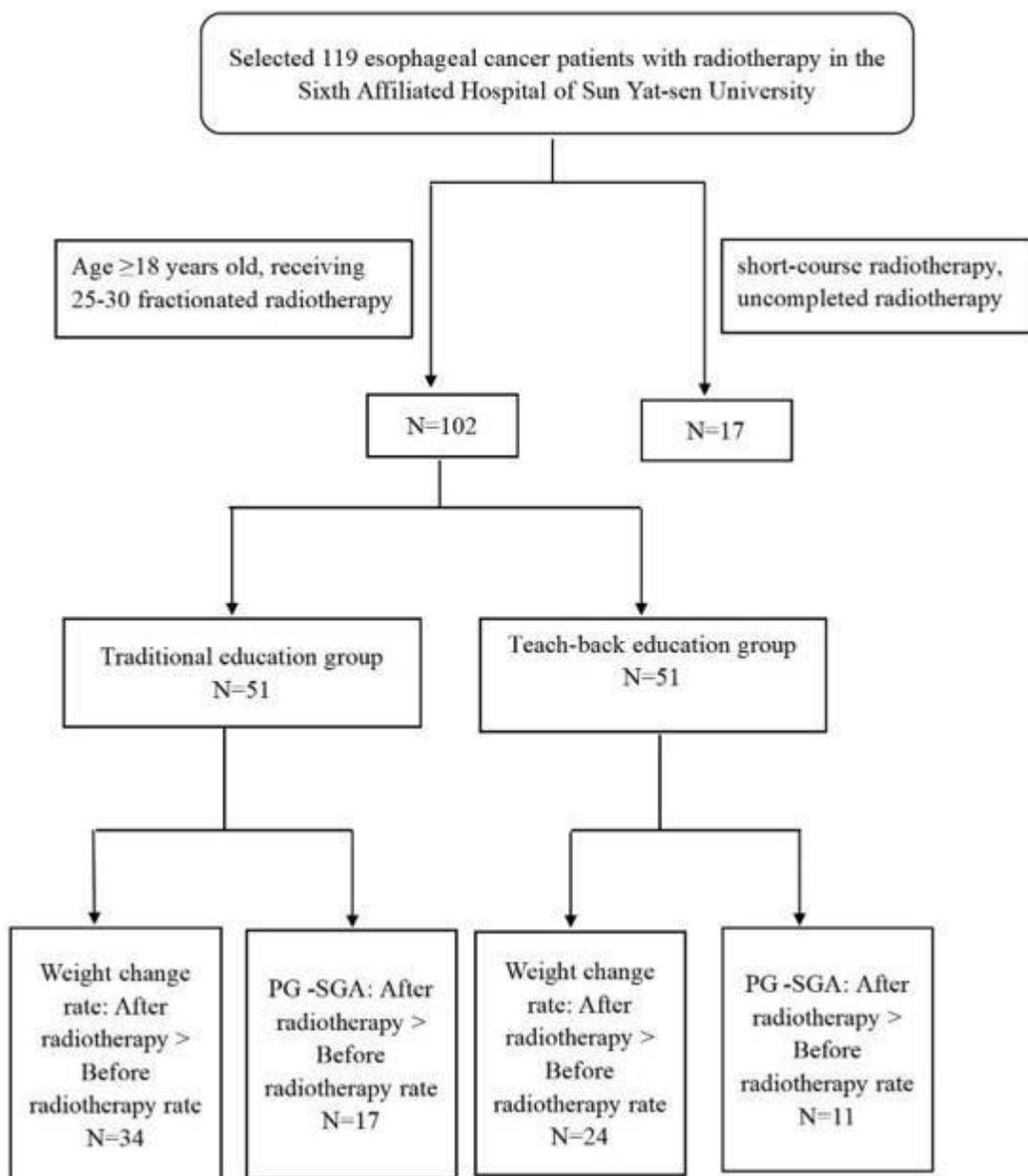


Figure 1: Teach-back health education flowchart for esophageal cancer

Supplementary Table 1: Five-step nutrition therapy

Score value		1 point	2 points	3 points	4 points	5 points	
Ingestion status	Energy intake	Total (kcal)	<300	300-600	600-900	900-1200	1200-1500
		Kcal/kg	<5	05-Oct	Oct-15	15-20	20-25
	Protein intake	Total (g)	<15	15-30	30-40	40-50	50-60
		g/kg	<0.25	0.25-0.5	0.5-0.65	0.65-0.8	0.8-1.0
The energy gap	Weight: 80kg	1400	1200	900	600	600	
	Weight: 75kg	1300	1100	800	500		
	Weight: 70kg	1200	1000	700	400		
	Weight: 65kg	1100	900	600	300		
	Weight: 60kg	1000	800	500			
	Weight: 55kg	900	700	400			
	Weight: 50kg	800	600	300			
	Weight: 45kg	700	500				
Weight: 40kg	600	400					

Treatment principles	Nutrition education ±ONS+SPN or TPN or TF or EEN	Nutrition education ± ONS +SPN or TF or EEN	Nutrition education ±ONS+SPN	Nutrition education ±ONS	Nutrition education ±ONS
----------------------	--------------------------------------------------	---------------------------------------------	------------------------------	--------------------------	--------------------------

*: ONS = oral nutrition supplement, SPN = supplemental parenteral nutrition, EEN = oral total enteral nutrition, TF = tube feeding enteral nutrition, TPN = total parenteral nutrition.

Supplementary Table 2: Esophageal cancer health education teach-back education leaflet

Medical terminology	Daily expression	Ways to ask questions	Health education content
Ingestion status	Types and quantities of food	What staple food did you eat for three meals today, how much did you eat, and did you eat fruits and vegetables?	Assessment of intake status: Maintain a balanced energy intake of three meals a day. Patients with nausea, vomiting and loss of appetite inform the medical staff in advance.
The energy gap	Is there malnutrition	Did you weigh today and did your weight change this week?	Nutritional status assessment: Calculate whether the patient has an energy gap based on the patient's weight and nutrition score.
Nutrition education	Nutrition and health education	Do you know when you need to supplement oral nutrition powder?	Nutrition education: Nutrition education for patients according to the energy gap combined with the doctor's advice, and take ORAL ONS or supplementary enteral nutrition (SPN) if necessary.
Review the indication	What situation needs to be reviewed?	Can you tell me what I need to pay attention to when I leave the hospital?	Discharge guidance: maintain stable weight, strengthen nutrition, record daily intake, and review on time.

Supplementary Table 3: Feedback form on nutrition-related knowledge education

Project	Content	evaluate	Do you master it?
Weight changes	Weight change in one month ≥3kg	Do you know the range of weight fluctuations in January?	Yes <input type="checkbox"/>
	Weight change in one month <3kg		No <input type="checkbox"/>
Dietary care	Maintain more than 2500ml of drinking water per day	If nausea and vomiting do not occur, how many milliliters of drinking water should I drink every day?	Yes <input type="checkbox"/>
	Eat appropriate amount vegetables and fruits every day		No <input type="checkbox"/>
	Eat fish, meat, eggs, milk, and other foods		
Mixing of nutritional preparations	Warm water flushing	How many tablespoons of nutrition powder do you take at a time? How many degrees is the water temperature controlled?	Yes <input type="checkbox"/>
	Mixing ratio of nutrient powder to warm water		No <input type="checkbox"/>
Oral care	Soft hair toothbrush brushes teeth	Can you tell me when I need to clean my mouth?	Yes <input type="checkbox"/>
	Brush your teeth after meals and before going to bed		No <input type="checkbox"/>
	Light salt water or tea contains gargle		

3.4. Statistical analysis

Wilcoxon signed ranks test and T test are used for statistical analysis the weight changes and PG-SGA score changes before and after radiotherapy in the traditional education group and the teach back education group. Z value represents the difference between the median difference between the two sets of data and 0, which is of statistical significance, P value less than 0.05 was considered statistically significant. Statistical analyses were performed with SPSS (version 22.0; SPSS, Inc, Chicago, IL).

4. Results

The gender, age, tumor location and CTV volume of the traditional education group are at the same baseline level as the teach back

group. The number of patients who did not have mucositis after 30 fractionated of radiotherapy in the traditional education group was 38 (74.5%), while the number of patients who did not have mucositis in 30 fractionated of radiotherapy in the teach back education group was 22 (43.1%). The number of cases of one degree mucositis in 30 fractionated was 13 (25.5%), while the number of patients who had one degree mucositis in 30 fractionated of radiotherapy in the teach back group was 23(45.1%). The number of patients who had two degrees mucositis in 30 fractionated radiotherapy in the traditional education group was 0, while the number of patients with two degree mucositis in 30 fractionated radiotherapy in the teach back education group was 6(11.8%), respectively (P = 0.007) (Table 1).

The nutritional status before radiotherapy in the traditional education group and the teach-back education group was before radiotherapy at the same baseline ($z = -1.826$, $P = 0.068$). There was a difference in PG-SGA score between pre- and post radiotherapy in the traditional education group ($Z = -3.345$, $P = 0.001$), While the PG-SGA score remained stable between pre- and post radiotherapy in the teach-back education group, ($z = -0.489$, $P = 0.620$) (Table 2).

In the traditional education group, 17 locally advanced esophageal cancer patients with radiotherapy remained stable or gained weight, accounting for 33.3% of the group, and 12 patients lost weight from 5% to 10%, accounting for 23.5% of the total group. 27 (52.9%)

Table 1: Basic information for patients with esophageal cancer

		Traditional education group N=51	Teach-back education group N=51	P
Gender	Man	43	41	0.622
	Woman	8	10	
Age	<60 years old	26	19	0.856
	≥60 years old	25	32	
Tumor location	Top	17	19	0.272
	Middle	23	17	
	Bottom	11	15	
CTV	0-200	20	4	0.804
	201-400	26	32	
	>400	5	15	
Number of patients with mucositis after 10 fractionated of radiotherapy	Not have	45	36	0.243
	I	6	11	
	II	0	4	
Number of patients with pneumonia after 10 fractionated of radiotherapy	Not have	42	40	0.069
	I	3	2	
	II	6	9	
Number of patients with dysphagia after 10 fractionated of radiotherapy	Not have	27	9	0.731
	I	21	40	
	II	3	2	
Number of patients with mucositis after 30 fractionated of radiotherapy	Not have	38	22	0.007
	I	12	23	
	II	0	6	
Number of patients with pneumonia after 30 fractionated of radiotherapy	Not have	35	37	0.744
	I	3	5	
	II	13	9	
Number of patients with dysphagia after 30 fractionated of radiotherapy	Not have	23	10	0.378
	I	25	38	
	II	3	3	

Table 2: PG- SGA score before and after 30 fractionated of radiotherapy

		PG -SGA rating				Z	P	Z	P
		0-1 point	2-8 points	≥ 9 points	Z				
Traditional education group (N=51)	Before radiotherapy	48 -94.10%	3 -5.90%	0	-3.345	0.001	-1.826	0.068	
	After radiotherapy	34 -66.70%	8 -15.70%	9(17.6%)					
Teach-back education group (N=51)	Before radiotherapy	45 -88.20%	1 -2%	5(9.8%)	-0.489	0.625			
	After radiotherapy	40 -78.40%	6 -11.80%	5(9.8%)					

Note: A PG -SGA score of 0-1 was classified as good nutrition, Scores of 2-8 were classified as moderate malnutrition and ≥ 9 as severe malnutrition

Table 3: Comparison of the weight change rate of the two groups of patients from the starting and 30 fractionated of radiotherapy

		Weight change rate				Z	P
		Maintain a stable or growing weight	Weight loss<5%	Weight loss≥5% , ≤10%	Weight loss >10%		
Traditional education group	Number of people	17	21	12	1	2.811	0.005
	Percentage	33.30%	41.20%	23.50%	2%		
Teach-back education group	Number of people	27	17	6	1		
	Percentage	52.90%	33.30%	11.80%	2%		

Note: < 5% for mild weight loss; 5% - 10% as moderate weight loss; > 10% for heavy weight loss.

Table 4: Analysis of blood indicators

	HB	RBC	Albumin
Traditional education group (average ± standard deviation)			
Before radiotherapy	111.38±19.67	3.65±0.70	41.3±7.56
After radiotherapy	97.85±19.35	3.47±0.92	54.29±19.93
Teach-back education group (average ± standard deviation)			
Before radiotherapy	114.98±20.55	3.77±0.70	38.82±4.90
After radiotherapy	97.66±22.05	3.20±0.86	39.26±12.18
P	0.236	0.106	0.004

5. Discussion

Radiotherapy is currently the main treatment for the advanced locally advanced esophageal cancer. While killing tumor cells, radiotherapy can also damage normal tissues. With the increase of radiotherapy time and the accumulation of doses, the serious complications of radiotherapy will increase the pain of patients and may even lead to the interruption of radiotherapy [17]. In this experiment, there was little difference in mucositis, pneumonia, and dysphagia during radiotherapy, which may be compared with the changes in condition and the overall sample size during radiotherapy. Less relevant; In this study, we focused on comparing the nutritional changes before and after radiotherapy in the traditional education group and the teach back education group. Malnutrition is the most common complication in patients with locally advanced esophageal cancer. The incidence rate ranks first among all malignant tumor, 60% to 85% [18]. The occurrence of malnutrition will increase the side effects of radiotherapy, reduce the accuracy, sensitivity, and therapeutic effect of radiotherapy [19], leading to poor prognosis, severe patients and even death. After teaching back health education for patients with locally advanced esophageal cancer, the change rate of significant weight loss decreased from 66.7% to 47.1%, and the rate of moderate and above malnutrition after radiotherapy decreased from 33.3% to 21.6%; before and after radiotherapy in the teach back education group HB and RBC also remain relatively constant, so the teach back education model is conducive to reducing the incidence of nutritional risks. However, due to the small number of samples and insufficient differences, this experiment can be further studied.

Health education is not only a means of publicity, but also a way of treatment and care. It is a health education activity for patients and their families. Targeted health education can improve the quality of life of patients [20]. Strengthening the health education of patients during radiotherapy can enhance understanding and trust in the content of education [21]. At present, health education for patients is

mainly exported one-way by medical staff to patients, which will lead to deviation in patients' understanding of the content of education and low mastery of patients. Studies have confirmed that the knowledge imparted by medical staff is not the same as that mastered by patients, and it is one of the most important tasks of nursing to let patients master the knowledge of propaganda. The teach back health education model helps patients better and more comprehensively understand medical information through four steps: explaining, evaluating mastery, clarifying, and correcting misinformation, and evaluating and retelling. The limitation of this study was that the follow-up rate was low, and lacked the long-term observation of the nutritional status of patients. In the further prospective study, the follow-up can be strengthened to better reflect the clinical observation effect.

6. Conclusion

The teach-back health education model was beneficial for maintaining weight stability during radiotherapy in patients with locally advanced esophageal cancer and reducing the incidence of malnutrition risk.

References

1. He J, et al. [China guideline for the screening, early detection and early treatment of locally advanced esophageal cancer (2022, Beijing)]. *Zhonghua Zhong Liu Za Zhi*. 2022; 44(6): 491-522.
2. Porschen, R., T. Langer, and P. van Leeuwen, *Z Gastroenterol*. 2019; 57(3): e103-e119.
3. Sung, H., et al. Global Cancer Statistics 2020: GLOBOCAN Estimates of Incidence and Mortality Worldwide for 36 Cancers in 185 Countries. *CA Cancer J Clin*. 2021; 71(3): p. 209-249.
4. Xia C, et al. Cancer statistics in China and United States, 2022: profiles, trends, and determinants. *Chin Med J (Engl)*. 2022; 135(5): p. 584-590.
5. Graf D, et al. [Multimodal treatment of esophageal carcinoma]. *Dtsch Med Wochenschr*. 2014; 139(42): 2141-7.
6. Laviano A, Di Lazzaro L, Koverech A. Nutrition support and clinical

- outcome in advanced cancer patients. *Proc Nutr Soc.* 2018; 77(4): 388-393.
7. Cederholm T, et al. Diagnostic criteria for malnutrition - An ESPEN Consensus Statement. *Clin Nutr.* 2015; 34(3): 335-40.
 8. Zhang Li Lei. Clinic opening exhibition Health education meaning and skills. *Southeast defense medicine.* 2007; (04): 309-310.
 9. Tamura-Lis W. Teach-Back for quality education and patient safety. *Urol Nurs.* 2013; 33(6): 267-71, 298.
 10. Wick JY. Checking for comprehension: mastering teach-back techniques. *Consult Pharm.* 2013; 28(9): 550-4.
 11. Peter D, et al. Reducing readmissions using teach-back: enhancing patient and family education. *J Nurs Adm.* 2015; 45(1): 35-42.
 12. Li Tao, et al. Guidelines for Nutritional Treatment for Patients with Locally advanced esophageal cancer. *Electronic Journal of Tumor Metabolism and Nutrition.* 2020; 7(01): 32-42.
 13. Kondrup J, et al. Nutritional risk screening (NRS 2002): a new method based on an analysis of controlled clinical trials. *Clin Nutr.* 2003; 22(3): 321-36.
 14. Rabito EI, et al. Nutritional Risk Screening 2002, Short Nutritional Assessment Questionnaire, Malnutrition Screening Tool, and Malnutrition Universal Screening Tool Are Good Predictors of Nutrition Risk in an Emergency Service. *Nutr Clin Pract.* 2017; 32(4): 526-532.
 15. Jager-Wittenaar H, Ottery FD. Assessing nutritional status in cancer: role of the Patient-Generated Subjective Global Assessment. *Curr Opin Clin Nutr Metab Care.* 2017; 20(5): 322-329.
 16. Cong Minghua, et al. Invention of a concise dietary self-assessment tool for tumor patients. *Electronic Journal of Tumor Metabolism and Nutrition.* 2018; 5(01): 11-13.
 17. Numico G, et al. Cancer survivorship: long-term side-effects of anticancer treatments of gastrointestinal cancer. *Curr Opin Oncol.* 2015; 27(4): 351-7.
 18. Bozzetti F, et al. The nutritional risk in oncology: a study of 1,453 cancer outpatients. *Support Care Cancer.* 2012; 20(8): 1919-28.
 19. Muscaritoli, M, et al. ESPEN practical guideline: Clinical Nutrition in cancer. *Clin Nutr.* 2021; 40(5): 2898-2913.
 20. Chang YL, et al. The effectiveness of a nurse-led exercise and health education informatics program on exercise capacity and quality of life among cancer survivors after esophagectomy: A randomized controlled trial. *Int J Nurs Stud.* 2020; 101: 103418.
 21. Kumar KA, et al. Association Between Patient Education Videos and Knowledge of Radiation Treatment. *Int J Radiat Oncol Biol Phys.* 2021; 109(5): 1165-1175.